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ABSTRACT

A survey investigated the structure of doctoral programs in English education. Upon request, 24 universities (out of 36 approached) sent varying kinds of information regarding their programs, including department or program brochures, university-wide graduate bulletins, and explanatory letters. Results indicated great diversity, allowing only broad generalizations in profiling such programs. Some programs focus on preparing scholars to take leadership roles in the area of Secondary English Education; others cover the broadly defined area of Language Arts Education at all grade levels. To some extent, program titles reflect this diversity. Programs are similar in their admission requirements, but differ greatly in the number and kinds of courses offered. There are both similarities and differences in required examinations and in the structure of committees. All require students to pass examinations or write papers to demonstrate scholarly potential before admission to candidacy for the degree, and all require students to write and defend a terminal project, usually called a thesis or dissertation. Time allowed for completion of all degree requirements varies from as few as 7 to as many as 10 years. Some universities offer only the Ph.D. degree; others offer only the Ed.D.; others offer both degrees. There is no single feature that distinguishes all Ed.D. degree programs from all Ph.D. degree programs, but institutions that offer both generally make distinctions in matters such as length of continuous residence, specific courses, and the kind of dissertation expected. (An appendix lists universities included in the survey.) (SR)

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STRUCTURE OF DOCTORAL PROGRAMS IN ENGLISH EDUCATION: A SURVEY

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Structure of Doctoral Programs in English Education

In the fall of 1989, information on graduate programs in English Education was requested from some three dozen universities. On the assumption that universities with faculty members on NCTE committees were likely to be involved in graduate level preparation in English Education, the list of institutions queried was compiled from names listed in the NCTE directory. Persons addressed were requested to "send or have the appropriate person at your institution send me a copy of your graduate bulletin and any available descriptive brochures or information sheets." While no claim of comprehensive or even representative coverage can be made from such a sample, the resulting information is interesting and illustrative.

The 26 responses varied greatly in informational content. Some were department or program brochures with a range of information from the most general in some instances to the highly specific in others. Some were bulletins describing all the graduate programs offered by the institution. Others were a combination of bulletins, brochures, and explanatory letters. One even included representative programs of study of students currently enrolled. Although the responses varied greatly in the amount of detailed information offered, all but two were included in the profile presented here; those that were excluded did not describe anything recognizable as programs in English or Language Arts Education.

Program Titles

Of those that were recognizable as English Education programs in a broad sense, most did not use that title. Three institutions (New York University, Ohio State, and

Virginia) have degree programs specifically designated "English Education." Two (Florida State University and The University of Georgia) have an English Education track for the degree in "Language Education," and these programs are distinguished from those designed for specialists in Reading. The program at Illinois is designated "Literacy and English Language Education." Fordham has "Language, Literacy, and Learning," and Stanford has "Language, Literature, and Culture." The National College of Education program is in "Reading and Language," and the one at the University of New Hampshire is in "Reading and Writing Instruction." The program at Georgia State University is in "Communicative Arts." Harvard's doctorate is in "Curriculum, Theory and Development" with special reference to oral and written language. The most frequent title is some variation of "Curriculum and Instruction," with concentration or emphasis on English, Communications, Oral and Written Language, or Language Arts Education. Some of the programs provide for a focus on Secondary English Education; others cover the broad field of English Language Arts Education, including Reading.

Admissions Requirements

The various programs are remarkably similar in their requirements for admission. All require official transcripts of previous academic work, and most specify a grade point average at the B or B+ level. Of the 24 institutions included in the survey (see appended list), 20 require applicants to submit Graduate Record Examination scores (two allow Miller Analogies Test scores as an alternative), but most of them do not state a minimum score for acceptance. Of the six that do, three specify a combined score of 1000 on the verbal and quantitative portions, one 1070, and one 1100. One requires a

score of 1000, combining any two of the three portions (verbal, quantitative, analytical). Arizona State requires scores on the Advanced Literature test as well as the Aptitude scores. Other items frequently required for admission are letters of reference (15 institutions), written statements of professional goals (5), personal interviews (7), and appropriate professional work experience (11). Four of the institutions surveyed require applicants to submit a writing sample, and two require a vita. The University of New Hampshire states a restriction on when students can enter the program (applications are acted on in April only). Some state an expected undergraduate or master's degree major or teaching certificate; presumably, all have some requirements for background preparation.

Program Requirements

Although there is recognizable similarity in program requirements in a general way, specific requirements for degree completion differ greatly from one institution to another. Because of the variation in the amount of detailed information provided by respondents, it is impossible to provide anything approaching a complete picture, but the available information shows a great deal of diversity. Nearly half (11) of the institutions surveyed stated no minimum number of credit hours required for degree completion, or they state that there is no minimum, since programs are planned individually. Those that do state a minimum usually make it clear that the number is theoretical, and that individual programs may go beyond the stated minimum requirements. Regardless of stated minimums, the requirements are difficult to compare. Some state hours beyond the baccalaureate level and others beyond the master's level, and some include

dissertation hours while others do not. Fifteen programs express requirements in semester hours, seven in quarter hours, and for two it is not clear what the unit of credit is (Henceforward in this report, quarter hours are converted to equivalent semester hours). For those that state a minimum number of hours for dissertation, the lowest is eight and the highest is 30 semester hours. Of those that state a minimum total number of hours required beyond the baccalaureate, The University of Georgia requires 90 hours, 10 of them in dissertation credits, while Florida requires 100, with 12 of them in dissertation. Of those that state minimum requirements beyond the master's degree level, both the University of Colorado and Georgia State University require 70 hours; but for Colorado, 40 hours are in course work and 30 are in dissertation, while the Georgia State requirement is 60 hours in course work and 10 in dissertation. New York University requires 65 credits beyond the master's level for both the Ph.D. and the Ed.D., with 54 in course work and 11 in dissertation; for the Ph.D. there is an additional requirement of competence in two tool skills, such as foreign languages, statistics, or computer science.

Statements of required credits to be completed in residence vary widely. New York University requires 30 points in residence above the master's degree level, 18 of them after candidacy, but there appears to be no full-time residence requirement. Tennessee, on the other hand, requires three consecutive semesters (including summer) in full-time enrollment (nine hours per semester or six hours for half-time graduate assistants) for the Ph.D. degree; the requirement is two consecutive semesters for the Ed.D. Florida requires 30 credits in one calendar year or 36 in no more than four

semesters within two calendar years. Fordham requires students to enroll in a year-long professional development seminar involving attendance and participation in monthly sessions and conducting research under a full-time faculty member, as well as matriculation during all semesters (excluding summer) in which they are satisfying program requirements. There is no stated requirement for full-time residence. Wisconsin calls for two semesters of full-time (nine credits) enrollment beyond the master's level, preferably within a single academic year.

Statements of time allowed for completion of the doctoral degree program vary a great deal from one institution to another, some being divided in segments and others covering the program in its entirety. Michigan State and Tennessee require comprehensive examinations within five years and degree completion within eight years of first enrollment. Texas A and M allows only three years between the preliminary examination and degree completion, but allows 10 years for the entire program. New York University also allows a total of 10 years, while Harvard allows only seven years. Apparently, no university allows courses more than six years old at the time of admission to candidacy, and none allows more than five years for degree completion after admission to candidacy.

For those programs that provided detailed information about specific course requirements, the diversity is bewildering. Programs illustrating the range of diversity are outlined below.

The Ed.D. degree in Reading and Language at National College of Education requires 63 semester hours beyond the master's degree, apportioned as follows: Doctoral

Core, 8 hours; Research and Dissertation, 19 hours; Reading and Language Core, 12 hours; Internship, 6 hours; Minor Concentration, 6 hours; and Electives, 12 hours. The Doctoral Core consists of four 2-hour courses including Cognitive Psychology, Analysis and Design of Instruction, Systems and Communication Theory, and Interdisciplinary Seminar. Research and Dissertation requirements include three 3-hour courses in Doctoral Research Design and Analysis, Qualitative Research Methods, and either Advanced Qualitative Research and Evaluation or Advanced Statistics and Design; a 2-hour Dissertation Proposal Seminar; and an 8-hour Dissertation. The Reading and Language Core includes four 3-hour courses in Language, Linguistics, and Literacy; Orthography and Word Recognition; Reading Comprehension; and Instruction and Staff Development in Reading and Language. The 6-hour Internship may include "diagnostic, teaching, consulting and research experiences in such settings as the classroom, school, university, reading clinic or the private sector." The 6-hour minor concentration may be in "such related disciplinary areas as psychology, linguistics, and sociology, and in such areas of education as instruction, administration, special education, and psychology." Twelve hours of elective courses are selected on the basis of a student's professional goals.

The Ed.D. degree in Language Education at The University of Georgia requires 90 semester hours beyond the bachelor's degree, distributed as follows: English and Related Fields, 40 hours; Foundations, 10 hours; Curriculum and Teaching, 14 hours; Research, 13 hours; Dissertation, 10 hours; and Elective, 3 hours. English and Related Fields includes at least 10 hours in Linguistics, 10 in Literature, and 10 in Composition,

with the remaining 10 in one of those three areas or in Reading, Speech, or Drama. Research courses include inferential statistics, qualitative research methods, and a doctoral research seminar.

The English Education track of the Ph.D. program in Language Education at Florida State University requires from 36 to 48 semester hours of course work beyond the master's degree, plus 24 hours of dissertation credit. Core courses (combining master's and doctoral level) include: Reader Response to Literature, Written Composition in Secondary Schools, Problems and Trends in Secondary English Curriculum, Supervision and Instruction in Secondary School Reading, Research Developments and Techniques in English Education, Curricular Theory, and Teaching English as a Second/Foreign Language. The first six are 3-hour courses and the last is a 4-hour course, totaling 22 hours in the core. Research tool requirements include descriptive and inferential statistics and either quantitative or qualitative methods, for a total of at least 10 hours. The 30-hour requirement in English courses (combining master's and doctoral) includes Literary Criticism or Theory, Bibliography and Research, and Modern Rhetoric or Composition Theory. Up to nine hours of literature courses in a department other than English (e.g., Theatre, Classics) may be substituted at the discretion of the faculty. The program brochure notes that a student entering with an English Education M.A. will already have completed a goodly number of the required Education courses, while an English M.A. will have taken a large portion of the English courses needed to meet program requirements.

Arizona State University's Ph.D. degree program (the only one in the survey administered through an English Department) requires 15 semester hours in Curriculum and Instruction, 42 hours in Professional Focus, 12 hours in Cognate Study, and 24 hours in Dissertation and Independent Research. The Curriculum and Instruction Core includes five 3-hour courses: Learning and Instruction, American Educational System, Qualitative Research, Quantitative Research, and Curriculum Theory and Development. The Professional Focus area includes at least 27 hours in the English concentration, nine hours of inquiry and analysis, and six hours of internship. All candidates for the degree are required to take the following four 3-hour courses: Teaching Composition, Advanced Studies in Adolescent Literature, Language Acquisition in Reading and Writing, and Censorship and Literature. The remaining courses in this area are determined by the student's educational background, specialization, and dissertation topic. Cognate Study includes related work in linguistics, rhetoric, literary criticism, theatre, communication theory, reading, children's literature, and other areas acceptable to the student's committee.

Ph.D. and Ed.D. degree programs at New York University require 12 credits in School Wide Requirements outside the department, 24 credits in Specialization within the department, and 11 credits in Doctoral Service Fees. Ph.D. degree candidates must satisfy additional tool requirements in such areas as foreign languages, statistics, or computer science. School Wide Requirements include six credits in each of the following: Departmental Seminar, Dissertation Proposal Seminar, Foundations, Educational Research, and Cognate Study. To satisfy the Specialization requirement,

each student takes at least one 3-credit course in applied linguistics, one in the process approach to the teaching of literature or the humanities, and one in the teaching of writing. The remaining five specialization courses are taken in one of the following areas: Literature, Reading, and Film Education; Composition Education; Humanities Education; Curriculum Development; or Applied Linguistics.

Foreign language requirements are not prominent in the programs surveyed. Several of the graduate school bulletins state that foreign language requirements are at the discretion of the various degree programs, but the program descriptions examined usually make no reference to such a requirement. New York University mentions foreign language as an option in satisfying the tool skills requirement for the Ph.D. Fordham requires either second language proficiency or a course in bilingual education. The University of Chicago states that demonstration of competency in a foreign language is required. Colorado requires a passing score on the Graduate School Foreign Language Test, and Tennessee requires evidence of proficiency or successful completion of up to six hours of course work.

Distinction Between Ph.D. and Ed.D. Degree Programs

On the basis of information made available for this survey, it is not possible to say with absolute confidence which institutions offer a choice between the Ph.D. degree and the Ed.D. degree. It seems clear that four offer only the Ed.D., and that seven offer both degrees. Presumably, most of the remaining 13 offer only the Ph.D. In some instances, the distinction between the two degree programs is not obvious. For example, requirements for the Ed.D. dissertation at The University of Georgia appear to be

similar to those for the Ph.D. at other major universities, and the requirements for academic course work exceed those of many Ph.D. programs elsewhere. Some of the institutions that offer both degrees have similar program requirements but allow the dissertation to demonstrate an application of existing knowledge rather than make an original contribution to knowledge, and in some instances the residence requirement is more stringent for the Ph.D. than for the Ed.D.

The New York University program brochure includes the following information on the distinction:

> In terms of the basic required courses, both within the department and in the rest of the school, the two doctoral degrees are essentially the same. One obvious difference is that students pursuing the Ph.D. must identify and demonstrate the mastery of two intellectual tools such as foreign languages or statistics. Ph.D. dissertations are grounded in theory and attempt to make a generalizable contribution to the world's knowledge of some aspect of English Education. Ed.D. projects are also grounded in theory, but their findings are less widely applicable. Thus Ed.D. students would typically develop, implement and evaluate a curriculum for use in a particular setting or study some aspect of their own teaching.

Perhaps the clearest distinction between the two degrees can be found in descriptions of the programs offered at Texas A and M University. Admissions requirements for the two are identical, and the minimum number of semester hours is the same in both programs. Program emphases reflected in the kinds of courses and

experiences required and in residence and dissertation requirements are clearly differentiated, as the following tabulation shows:

Comparison of PH.D. and ED.D.
Programs at Texas A and M

Ph.D. Requirements

1. Admission
   a. Recent GRE (within 5 years of application) scores filed with the Office of Admissions & Graduate College.
   b. GPR (Master's) 3.25
   c. Completion of a written assessment form
   d. Interview by Department Review Committee

2. Program
   a. A minimum of 64 semester hours beyond the Master's degree.
   b. Required core courses stressing theory and research in the specialization.
   c. One or two supporting fields outside the major.
   d. Emphasis on research design and data analysis.
   e. A recommended internship in an area previously unexperienced by the candidate.

3. Residence
   a. Two consecutive semesters

Ed.D. Requirements

1. Admission
   a. Recent GRE (within 5 years of application) scores filed with the Office of Admissions & Graduate College.
   b. GPR (Master's) 3.25
   c. Completion of a written assessment form.
   d. Interview by Department Review Committee.

2. Program
   a. A minimum of 64 semester hours beyond the Master's degree.
   b. Required courses stressing the role held or desired, its theory and duties, and interpretation of relevant research.
   c. One to three supporting fields inside or outside education, depending on the background and career goals of the individual.
   d. Emphasis on critical processes related to educational leadership.
   e. A required internship which exposes the candidate to aspects of the role he/she aspires to beyond what they have already experienced.

3. Residence
   a. 18 semester hours as a full time student; could be completed during summer sessions (e.g., 6 hours each of three summer terms), residence requirement must be fulfilled within 5 consecutive calendar years.

4. Dissertation
   a. Original research resulting in a new contribution to knowledge.

4. Terminal Project (options)
   a. Field study on a problem of major proportions either in time or content, or
   b. A curriculum development project validated through pilot and field testing and formative and summative evaluation, or
   c. Action research on a curricular, instructional, supervisory, or administrative problem leading to a revised operation based on empirical data.

Examinations

Common to all the doctoral programs surveyed is some combination of written and oral assessment of a candidate's scholarly ability, beyond successful completion of courses. The terms "qualifying," "preliminary," and "comprehensive" occur in references to examinations required in the various programs, but it is obvious that they overlap in meaning. Nine institutions specify a qualifying examination, five a preliminary examination, and seven a comprehensive examination. One institution requires a "general" examination. Harvard requires a qualifying paper instead of an examination, and New York University requires a candidacy paper. Stanford allows a qualifying paper as an option to oral and/or written examination. Preliminary and comprehensive examinations apparently serve the same purpose (determining fitness for candidacy) and the two terms could be regarded as synonyms. Three of the five universities that require a preliminary examination also require a qualifying examination, with the qualifying examination coming early in the program and the preliminary later. In only one program does the qualifying examination appear to have the same function as preliminary and comprehensive examinations in the others. Seven of the programs specify an oral

component of the examination and three indicate that an oral may be required. The requirements of an oral presentation of the dissertation prospectus and an oral defense of dissertation appear to be universal. At Texas A and M, the final oral concentrates on the dissertation and closely allied topics but allows for coverage of the broad field of training. The University of New Hampshire brochure states that a written final on subject matter not covered on the qualifying examination may also be required.

The Virginia Polytechnic Institute manual gives detailed information about examination procedures. It states that "students are required to take a Qualifying Examination prior to or upon completion of 12 semester hours work beyond the master's degree, including work submitted for transfer, or during the second semester of enrollment." Students transferring 12 or more hours beyond the master's level take the examination either at the time of admission or during the first semester of enrollment. This examination serves three purposes: 1) It provides the advisory committee evidence to confirm or reject the initial admissions decision; 2) It allows evaluation of the student's level of competency in the areas of study represented by transfer credits; and 3) It serves as a basis for acceptance or modification of the student's proposed plan of study. The written examination normally lasts six hours, and an oral component is usually included. It requires the student to present evidence of ability in an area of concentration and the general professional core, as well as evidence of (or plans to attain) competencies in an area of cognate study and in educational research. The results of the examination are evaluated by the student's temporary advisor and two other faculty members. If the student's performance on the qualifying examination is

judged unsatisfactory by one or more members, a second examination may be given at the discretion of the committee. Students who fail the second time are not allowed to continue in the program.

Students who continue in the doctoral program are required to take a Preliminary Examination at least nine months before graduation, and they must take at least 24 hours of required study (course work and/or research and dissertation) between the time of successful completion of the examination and completion of the requirements for the degree. The preliminary examination, usually both oral and written, is from 6 to 12 hours in length. Covering all the areas of study (foundations, the area of concentration, the cognate, and research methods), the examination is designed, conducted, and evaluated by the student's five-member advisory committee. Its purpose is to allow the committee to assess whether or not the student is academically prepared for final work for the degree.

Following the preliminary examination, when in the opinion of the committee the student has progressed to a satisfactory point in the development of a dissertation topic, the student's advisor schedules the Dissertation Prospectus Examination. This examination consists of a proposal (submitted in advance) presenting the nature of the research problem, the formally prepared design of research, and the review of related literature. The oral examination, conducted by the advisory committee, lasts approximately two hours and covers matters such as the relevance of the topic, the background preparation of the student to conduct the research, the completeness of the prospectus, the appropriateness and completeness of the design of research and the

review of literature, and the appropriateness of the make-up of the committee (including the advisor) for the direction of the proposed study.

The Final Examination can be scheduled when the student submits a copy of the final draft of the dissertation, along with a brief abstract. In this final oral examination, which must be attended by all members of the committee or approved replacements, the committee is concerned with the candidate's success in carrying out the study approved in the prospectus and the candidate's ability to explain and interpret the results of the study. Should the candidate's performance on the final examination be unsatisfactory (i.e., receive more than one negative vote), the committee may request the scheduling of a second examination after one full quarter has elapsed. A second failure results in the student's being dropped from the university. Successful performance results in the awarding of the degree.

Committee Structure

Size, functions, and titles of committees vary greatly from one institution to another. The minimum number of committee members required at any of the institutions surveyed is three. Several require at least five, and allow for additional members if needed. Most require at least one member from outside the department administering the degree program. Committee titles include Advisory, Guidance, Supervisory, Program, Examining, Thesis, Dissertation, and Committee of Readers. Several programs require different committees at various stages of progress toward the degree, usually an advisor and two others at the early stages, with expansion to four, five, or more at later stages. Final committees may include members from earlier stages.

The University of Minnesota requires a Preliminary Oral Examining Committee with a minimum of five members, three from the major field and two from the minor or supporting field. Designated Thesis Reviewers, who certify that the thesis is ready for defense, include the advisor and at least two other faculty members. The Final Oral Examining Committee consists of the three thesis reviewers and two other members of the graduate faculty. Colorado requires an Advisory Committee made up of the advisor and two others; they assist in establishing the student's program of studies and serve as a prospectus committee. The Thesis Committee may be the same as the original Advisory Committee, but changes are permitted. The Final Oral Examining Committee is expanded to five members, one of whom must be from outside the department. Michigan State has a Guidance Committee of at least four members. This committee is responsible for planning and supervising the student's entire program, including examinations. The final oral examination is conducted by the Guidance Committee, supplemented at the discretion of the dean of the college by two appointed faculty members. The Final Oral Examination Committee in the Illinois program is usually the same as the Preliminary Oral Examination Committee, but it may be reduced from four to three members with Graduate College standing, and at least one must be from outside the student's department. Harvard's three-member Committee of Readers may, under specified conditions, include one member from outside the university.

Admission to Candidacy

Nearly all of the program descriptions identify a distinct stage where students are officially recognized as candidates for a doctoral degree. Candidacy status is usually

acquired after successful completion of some combination of prescribed course work and examinations. The University of Tennessee requires successful completion of the preliminary examination near the end of course work. New Hampshire requires completion of two-thirds of the program of study and passing qualifying examinations. Colorado requires successful completion of three semesters in residence, passing comprehensive examinations, and fulfilling the language requirement. Wisconsin requires passing preliminary examinations and presentation of the title or field of the proposed thesis. Texas A and M requires completion of course work and preliminary examinations and approval of the dissertation proposal. New York University allows admission to candidacy upon completion of an approved candidacy paper. The purpose of this paper is for students to demonstrate "their conceptual understanding of the theory and research on a focused issue in English Education," as well as "their capacity to work independently." Application for the candidacy examination is made before 30 points of course work have been completed. The dissertation proposal is submitted after admission to candidacy for the degree.

The Dissertation

All doctoral programs included in the survey require a terminal document, sometimes referred to as a dissertation and sometimes as a thesis. Institutions that offer both the Ed.D. and Ph.D. usually attempt to differentiate dissertation requirements for the two degrees, but there is no recognizable distinction that applies to all institutions. Texas A and M expects the Ph.D. dissertation to represent original research resulting in a new contribution to knowledge, while the Ed.D. document (called "Record of Study")

can be a field project, a curriculum development project, or action research leading to a revised operation based on empirical data. Similarly, Illinois requires the Ph.D. dissertation to demonstrate the candidate's capacity for original research and make an original contribution to knowledge; the Ed.D. dissertation should demonstrate the candidate's ability to relate academic knowledge to problems of professional practice. The Ph.D. dissertation at Florida State must be "an achievement in original research constituting a significant contribution to knowledge and represent a substantial scholarly effort on the part of the student." The standards for the Ed.D. dissertation at Virginia Polytechnic Institute do not seem to be essentially different from those for the Ph.D. at other institutions. They are stated as follows:

> A dissertation must be on a topic in the field of the candidate's major subject and must indicate that its writer possesses the ability, knowledge, skills, and imagination necessary to perform independent, constructive thinking and research. The principal objective is to make a contribution to knowledge. When completed, the dissertation is judged largely upon the ability of the writer to review the literature and state a researchable thesis or theoretical position, to formulate a problem, plan a method of research or development, work out a solution or develop materials, summarize, and draw and explicate conclusions.

Dissertation procedures seem to be essentially the same everywhere. The student submits a proposal for committee approval, carries out the proposed project and writes the document according to prescribed form, and finally submits the completed document for defense and approval. During this time the student is required to register for some

minimum number of dissertation credits (ranging from 8 at one institution to 30 at another). Successfully defending the dissertation and presenting bound copies of the document is usually the culmination of the student's quest for the doctoral degree.

Summary

In view of the diversity of the degree programs surveyed, only broad generalizations can be made in profiling doctoral programs in the field of English Education. Some focus on preparing scholars to take leadership roles in the area of Secondary English Education; others cover the broadly defined area of Language Arts Education at all grade levels. To some extent, program titles reflect the diversity in breadth of coverage.

Programs are similar in their admissions requirements, but they differ greatly in the number and kinds of courses offered. There are both similarities and differences in required examinations and in the structure of committees. All require students to pass examinations or write papers to demonstrate scholarly potential before admission to candidacy for the degree, and all require students to write and defend a terminal project, usually called a thesis or dissertation. Time allowed for completion of all degree requirements varies from as few as 7 to as many as 10 years.

Some universities offer only the Ph.D. degree; others offer only the Ed.D.; others offer both degrees. There is no single feature that distinguishes all Ed.D. degree programs from all Ph.D. degree programs, but institutions that offer both generally make distinctions in matters such as length of continuous residence, specific courses, and the kind of dissertation expected.

If the identity of English Education as an academic discipline depends on the uniformity of content of doctoral degree programs in the field, its status can only be described as tenuous at best. On the other hand, if it is true that there is strength in diversity, few scholarly or professional fields can claim to be as strong.

Appendix

Universities Included in Survey of Doctoral Programs in English Education

Arizona State University
Florida State University
Fordham University
Georgia State University
Harvard University
Michigan State University
National College of Education
New York University
Stanford University
State University of New York--Albany
Texas A and M University
University of Chicago
University of Colorado
University of Florida
University of Georgia
University of Illinois at Urbana--Champaign
University of Minnesota
University of New Hampshire
University of Tennessee--Knoxville
University of Texas at Austin
University of Virginia
University of Wisconsin--Madison
Virginia Polytechnic Institute and State University